DOCUMENT RESUME

ED 297 972 SE 049 473

AUTHOR	Hayden, Harvey; And Others
TITLE	Avoiding Infusion Confusion 7th through 9th Grades. A Practical Handbook for Infusing Environmental Activities into Your Classroom.
INSTITUTION	Central Wisconsin Environmental Station, Stevens Point.; Wisconsin Association for Environmental Education.; Wisconsin Univ., Stevens Point.
PUB DATE	87
NOTE	116p.; For related documents, see SE 049 471-474.
AVAILABLE FROM	Central Wisconsin Environmental Station, 7290 County MM, Amherst Junction, WI 54407 ($5.00, 10% discount for 4 or more).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Educational Objectives; *Environmental Education; *Instructional Materials; Junior High Schools; *Resource Units; *Science Activities; Science and Society; Science Education; Secondary Education; *Secondary School Science; Teaching Guides

ABSTRACT

To some educators, infusing environmental education into different subject areas at different levels may seem like an insurmountable task. This handbook was developed to take the guesswork out of this process and alleviate the fear and confusion that may result. It was designed to assist with infusing knowledge, skill and attitude activities into the classroom, correlate widely used curriculum supplements with the objectives and principles in the Wisconsin Department of Public Instruction's environmental education guide, and simplify the infusion process using proven and effective activities. Activities are categorized by subject areas, grade levels, environmental education objectives, and ecological principles. Major resources coordinated in this volume include: (1) "Project Learning Tree"; (2) "Project WILD"; (3) "Living Lightly on the Planet"; (4) "Investigating and Evaluating Environmental Issues and Action Skill Development Mudules"; and (5) "CLASS Project." The "Fundamental Environmental Principles" are enumerated. Appendices include a "Grades 7-9 Appendix" and environmental education resources. (CW)

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Avoiding Infusion Confusion

A Practical Handbook for Infusing Environmental Activities into your Classroom

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7th through 9th Grades

Avoiding Infusion Confusion

A Practical Handbook for Infusing Environmental Activities into your Classroom

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1987

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Additional copies of Avoiding Infusion Confusion are available for grades K–3, 4–6, 7–9, and 10–12.
Write or call:

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(See order form at the end of this handbook.)

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ACKNOWLEDGEMENTS

We gratefully acknowledge the following people for their help in developing this handbook: Dr. Randy Champeau, Mary Duritsa, David Engleson, Martha Monroe, Dr. Rick Wilke, and Dr. Dennis Yockers.

We would also like to express our sincere appreciation to the Wisconsin Association for Environmental Education and the Central Wisconsin Environmental Station for their generous financial support.

Thanks also to Barb Jenson and Sue Cox for their assistance in typing this handbook.

Special thanks to Jane Dumke, Kathy Mehne, and Jennifer Schoch of the Computing Information Center, University of Wisconsin-Stevens Point, for their tremendous effort in helping us complete this handbook. Their cheerfulness and willingness to help was very much appreciated.

INTRODUCTION

"Environmental education should permeate the entire curriculum with every subject area at every grade level dealing with the environment in some way," according to the Wisconsin Department of Public Instruction's A Guide to Curriculum Planning in Environmental Education. To some educators this may seem like an insurmountable task, especially to those unfamiliar with what environmental education has to offer. To help simplify the process of infusing environmental education activities into your present curriculum, we have developed a handbook that takes the guesswork out of this process and alleviates the fear and confusion that may result.

What is "Avoiding Infusion Confusion"?

It is a handbook designed to...

...assist educators with infusing environmental education activities into the classroom.

...correlate widely used curriculum supplements with the objectives and principles in the DPI's A Guide to Curriculum Planning in Environmental Education

...simplify the infusion process utilizing proven and effective activities.

How is it used?

The format is designed for quick reference. Activities are categorized by subject area. They are also coordinated with grade level, environmental education objective and ecological principles.

Why was this handbook written?

It was written to assist...

...school districts in developing a program for the infusion of environmental education into Wisconsin Public School curricula as required by state mandate.

...individual teachers in selecting appropriate activities best suited for their classroom situation.

...educators in developing a systematic approach to infusion that will help reduce preparation time.

By infusing environmental education activities into every subject area in our school systems and in our student's everyday lives, we are increasing their knowledge, and appreciation of the natural environment. We are also insuring that students will be better equipped to make responsible decisions when faced with environmental issues. The task of infusing environmental education may seem like a tall order, but we're sure you'll agree that it's well worth the effort. Good luck!

Objective Categories

Grade-Level Emphases on Environmental Education Objective Categories

Level	Major Emphasis	Minor Emphasis
K - 3	Awareness Attitudes	Knowledge Skills Participation
3 - 6	Knowledge Attitudes	Awareness Skills Participation
6 - 9	Knowledge Skills Attitudes	Awareness Participation
9 - 12	Skills Participation Attitudes	Awareness Knowledge

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We have divided our handbook into four separate parts, according to grade levels. The four are: K-3, 4-6, 7-9, and 10-12. Piaget's levels of intellectual development illustrate the importance of teaching basic skills and concepts to young children, and moving towards more challenging activities. This is reflected in a changing degree of emphasis on each objective category for each of the four grade-level groups. As an administrator or teacher, you will want to know what to emphasize with your students and what will be emphasized in other grades, as well as your own. This will insure that each program has sequence, and each student has consistency from year to year.

How to use this Handbook

This handbook combines activities contained in selected, widely used environmental education programs, and the principles developed by the Department of Public Instruction (DPI) in its Guide to Curriculum Planning in Environmental Education. The activities are organized by: principle number, the environmental education resource, (i.e. Project WILD) and the appropriate content areas (i.e. Language Arts).

As you use this handbook, you will notice that the distribution of activities among the principles and the content areas, is not always equal. The environmental education programs chosen, did not always contain activities that could be used to teach every one of the principles developed by the DPI. In addition, activities were not always appropriate for use in every one of the five content areas. By filling in the blank boxes with activities you are familiar with and know to be suitable for that principle, content area, and grade level, the handbook becomes a personalized, timesaving device for infusing environmental education into your lesson plans and curriculum. A list of additional resources has been provided at the end of this handbook.

Organization of the Materials

Each principle taken from the DPI Guide to Curriculum Planning in Environmental Education is listed by number at the top of the left-hand page. Each of these numbers corresponds to an abridged version of the DPI's principles found on pages 5-8 of this handbook. The complete unabridged list of principles may be found in the DPI guide on pages 13-22.

At the top of each right-hand page you will also find a list of concepts. These concepts summarize the principles and are designed as a quick reference to the major points of the corresponding principle.

Environmental education resources are listed in the left hand column. Activities from each of these resources are organized according to the content area they relate to. This handbook is limited to the five content areas of Art, Health, Language Arts, Science, and Social Studies. The DPI has singled out these content areas because they most readily lend themselves to the process of infusion.

Activities were analyzed and placed in a particular box or series of boxes based on how well they teach a principle or concept. This is a subjective process to some degree. You may find that by actually conducting an activity in the classroom or outdoors that you feel it belongs with another principle or content area. One of the strengths of this handbook is its adaptability to your needs and situation.

A maximum of five activities are listed in each box. An asterisk inside a box indicates that there are additional activities listed in the appendix beginning on page 83. To find these overflow activities, turn to the appendix and locate the number of the principle you are working with (far left column). Once you have found the correct principle number, work from left to right and locate the content area, the environmental education resource you are using, and finally, the list of activities in the right column. The activities are arranged by the page number where they are found in the environmental education resource.

In addition to the appendix and resource section, a concept index is located at the back of this handbook. The concepts are arranged individually and in alphabetical order. If you wish to teach a particular concept and need a good activity, simply turn to the concept index and it will list the page in the handbook where this concept can be located. Please note: not all of the activities teach each of the concepts listed. You will need to look at the individual activity to determine if it teaches the concept, principle or idea you had in mind.

Finding an activity in this handbook: An Example

Imagine that you are a seventh grade Language Arts teacher planning a lesson that incorporates the ecological concept of interdependence. You would like to use an activity that would help illustrate this concept and would be appropriate for the grade level and subject area that you are teaching. You have a number of environmental education resources (i.e. Project Learning Tree) but you have not had a chance to use them extensively in the classroom. Along with your other materials you have this exciting new handbook that is designed to simplify the process of infusing environmental education into your lesson plans.

Step 1. Turn to the "Concept Index" in the back of this handbook under "Interdependence" listed alphabetically. Next to the concept is the principle number and the page number it is located on. You may use either the principle number or the page number to locate this concept.

Step 2. After finding the page number and/or principle number, turn to the Environmental Activities Section and locate the appropriate page. You will find the concept (possibly along with others) at the top of the right page.

Step 3. Locate the environmental education resource you would like to use from those listed in the left column.

Step 4. Move across the row of boxes until you are beneath the correct content area. This box may contain a list of activity titles and page numbers. An empty box means that there was not an appropriate activity in the environmental education resource for this subject area and concept. If one or more activities are listed, turn to the environmental education resource that you are using and check to see if the activity teaches the concept you are interested in. Remember that an asterisk in the box indicates additional activities for these concepts and this environmental education resource are located in the appendix of this handbook.

Fundamental Environmental Principles*

Concept	Principle
Solar Energy	(1)
Secondary Energy Sources	(2)
Earth's Energy Balance	(3)
Weather & Climate, Water Cycle, Biosphere Oceanography	(4)
Decomposition, Erosion Habitat, Interaction, Interdependence, & Niche	(5)
Adaptations, Change, Camouflage, Continental Drift, Diversity, Evolution, & Succession	(6)
Biogeochemical Cycles, Energy Transfer, Food Webs, Photosynthesis, Renewable Resources, & Respiration	(7)
Birth-Death Rate, Carrying Capacity, Homeostasis, Human Population Growth, Limiting Factors, & Population	(8)

I. Fundamental Principles Dealing with Earth's Environment

A. Earth's environment operates as a system supported by conditions that are functions of earth's structure and place in the solar system.

1. Solar energy is the primary source of energy for all biogeochemical cycles and other processes occurring on earth.
2. Nuclear processes, geothermal sources, tidal movements, and gravity are secondary sources.
3. The earth is in a state of overall energy balance, absorbing energy from the sun and radiating it into space.
4. Absorption and distribution of solar energy results in the movement of global air masses, the hydrologic (water) cycle, and ocean currents, giving rise to earth's prevailing weather and climates and providing conditions essential to life on earth.

B. Earth's environment is a complex, interrelated, interactive, dynamic, constantly changing macrosystem called the ecosphere.

1. The ecosphere is composed of a mosaic of intereacting systems called ecosystems.
2. The ecosphere has and is undergoing continuous change.
3. Energy and materials required for life pass into or are found in the ecosphere, and are components of each ecosystem.
4. Each ecosystem of the ecosphere contains a number of species populations, the size and stability of which vary, depending on biotic and abiotic changes in the system.

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Outline based on 1976 Federal Interagency Committee on Education Report.

Concept	Principle		
		II.	**Fundamental Principles Dealing with Humans as Ecosystem Components**
		A.	**Humans use ecosystems to satisfy basic needs and desires.**
Biological Needs of Humans	(9)	1.	Basic biological needs that must be met for humans to live and grow include habitable climate, energy, materials, rest and exercise, other humans for reproduction, and protection against environmental stress.
Psychological Needs of Humans	(10)	2.	Humans cannot grow and completely develop mentally unless essential psychological and social needs and desires are met. These include security, love, esteem, self-fulfillment, social interaction, health, comfort, material goods, and religious experiences.
Use of Materials and Energy, Cultural Attitudes, Values, & Pollution	(11)	3.	Each human culture has its own perceived needs and desires that make different demands and impacts on ecosystems. In times of stress many of these needs and desires can be adjusted.
		B.	**Humans are an all-pervasive species in the ecosphere and thus exert a special ecological dominance.**
Human's Ecological Domination of Earth	(12)	1.	Human domination results from various factors which include...large intellectual capacity, adaptation to a wide range of environmental conditions, large population size, specialization in diversity of labor.
Effects of Humans on Ecosystems Social Interaction	(13)	2.	Human tendencies to form and function in social and corporate groups and institutions promote development of human habitats that create unique concentrated demands on ecosystems and further increase human effects on ecosystems.
Human Population Growth and Technology and its Effects on Ecosystems	(14)	3.	Recent rapid increases in human populations and technological capabilities have accelerated ecosystem changes until some are potentially irreversible.
Effects of Values on Human Behavior-Impacts on Ecosystems	(15)	4.	Human aesthetic, ethical, moral, and spiritual values may reinforce or conflict with harmonious relationships within ecosystems.
		C.	**Ecosystems affect humans**
Built Environments are Influenced by Ecosystems	(16)	1.	Humans and all their products function in an ecosystem framework.

Concept	Principle	
Ecosphere Changes Due to Human Population and Technology Nonrenewable Resources	(17)	2. Ecosphere changes due to increasing human population and technology have both short and long term effects.
Physical and Chemical Components of Ecosystems: Effects on Humans	(18)	3. The built environment and its psychological milieu have a powerful effect on humans. Information transfer by verbal comunication and learned behavior operates on humans in a parallel and synergistic manner in much the same way as do physical and chemical components of ecosystems.
		D. Complex interactions among humans and other ecosystem components occur continuously.
Human Needs and Values: Effects on Ecosystems	(19)	1. Humans' perceptions of their needs, their impacts on ecosystems, and ecosystem impacts on them, reflect the cultural and individual values, goals, skills, insights, and capabilities of the individuals, groups, institutions, and nations involved.
Interrelationships	(20)	2. Relationships among components of ecosystems are reciprocal, ranging from mutually beneficial to unidirectionally destructive.
Feedback Mechanisms of Ecosystems	(21)	3. Feedback mechanisms of different kinds, for xample physical, chemical, social, behavioral, ranging from rudimentary to highly sophisticated, govern relationships among and within components of ecosystems.
Synergistic Effects	(22)	4. Human activities often have synergistic effects on ecosystems and visa versa.
Appreciating Ecosystems and their Components, Appreciating the Environment, Human Impacts on Ecosystems	(23)	5. Human activities affect ecosystem maintenance and management.
		III. Methods for Harmonizing Human Activities with Ecosystem Processes to Achieve Environmental Quality
		A. Methods by which human activities, local through global, are harmonized with ecosystem processes are complex, and outcomes are not always predictable.
Barriers to Ecosystem Harmony	(24)	1. Barriers to harmony include...effects of ecosystem changes, lack of knowledge needed to make environmental predictions, and lack of uniformly dependable social-political cooperation.

Concept	Principle	
Methods to Attain Harmony	(25)	2. Harmony can be pursued through...education, environmental art, citizen action, voluntary and formal policies, economic and social incentives, and enforcement of policies.
Methods to Promote Harmony	(26)	3. Institutions, processes, and attitudes for promoting harmony include...education and communication, ethical, moral and other influences, science and technology, civic and social institutions, government and political processes, industry and commerce.
		B. Basic procedure for harmonizing human activities with ecosystem processes can be described as a series of steps.
Investigation of Ecosystems	(27)	1. Investigate ecosystem processes and components, including the effects of human activities on ecosystems and the inflluences of ecosystems on human functioning.
Importance of Ecosystem Processes and Changes	(28)	2. Recognize the importance of ecosystem processes and the significance of ecosystem changes.
Causes of Ecosystem Changes and their Consequences	(29)	3. Identify the causes of ecosystem changes and their consequences.
Action Strategies	(30)	4. Develop alternative action strategies to maintain and enhance beneficial ecosystem changes and to reduce detrimental changes, with special attention to irreversible changes and to long range versus short range commitments of resources.
Analyzing and Evaluating Alternative Action Strategies	(31)	5. Analyze and evaluate alternative action strategies within a broad array of environmental, social, and economic criteria, recognizing that criteria will differ according to circumstances of politics, geography, scale, time and society.
Adopting Action	(32)	6. Select among alternative action strategies, and adopt a policy which can be implemented at all levels, individual through global.
Implementing Action Strategies	(33)	7. Decide on and complete actions to implement the policy.
Monitoring and Evaluating Policies	(34)	8. Monitor and evaluate affects of the implemented policy.
Monitoring Feedback and Adjusting Actions as Necessary	(35)	9. Feeding information gained in Principle 34 back through Principle 27 to adjust actions to changing data bases, requirements, conditions, and perceptions.

Where to Obtain the Environmental Education Resources used in this Handbook:

The CLASS Project

Margaret Rosenberry and NWF staff. Published by and available from National Wildlife Federation, 1412 Sixteenth Street, Washington, D.C. 20036, 1982.

Investigating and Evaluating Environmental Issues and Actions Skill Development Modules.

Harold R. Hungerford, Ralph A. Litherland, R. Ben Peyton, John M. Ramsey, Audrey N. Tomera, and Trudi L. Volk. Champaign, IL. Stipes Publishing Company, 1985

Living Lightly in the City for Grades K-3 and 4-6.

Maura O'Conner, 1985

Living Lightly on the Planet for Grades 7-9 and 10-12

Maura O'Conner and Kathy McGlauflin, 1982, 1984. Published and available from the Schiltz Audubon Center, 1111 East Brown Deer Road Milwaukee, WI, 53217

Nature with Children of All Ages

Edith Sisson. Published by Englewood Cliffs of NJ in 1982. Available through bookstores.

Project Learning Tree: Supplemental Activity Guide for Grades K-6 and 7-12.

Western Regional Environmental Education Council and the American Forest Institute. Published by the American Forest Institute, Washington D.C. in 1975. Available only through a six hour workshop offered throughout the state. Contact Project Learning Tree, Wisconsin DNR, P.O. Box 7921, Madison, WI 53707.

Project WILD: Elementary and Secondary Guides.

Western Regional Environmental Education Council. Published in 1985. Available only through co-sponsoring states at six hour teacher workshops. Contact Project WILD, Wisconsin DNR, P.O. Box 7921, Madison, WI 53707.

Sharing Nature With Children

Joseph Bharat Cornell. Published by Ananda Publications of Nevada City, CA in 1979. Available through bookstores.

A Guide to Curriculum Planning in Environmental Education

Wisconsin Department of Public Instruction. Published by and available from the Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

Resources Used by Each Grade Level

K-3

Project Learning Tree
Project WILD
Sharing Nature with Children
Nature with Children of All Ages
Living Lightly in the City

4-6

Project Learning Tree
Project WILD
Sharing Nature with Children
Living Lightly in the City

7-9 and 10-12

Project Learning Tree
Project WILD
The CLASS Project
Investigating and Evaluating Environmental Issues and Action
Skill Development Modules
Living Lightly on the Planet

Environmental Activities Section

Grades 7 - 9

Principle #1

Environmental Education Resources	Content Areas Art	Health
CLASS Project	Energy Alternatives p.15	
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

Content Areas		
Language Arts	Science	Social Studies
	Energy Alternatives p. 15 Class/Research Projects (Energy Use) p. 23	Energy Alternatives p. 15
	Food Mobile p. 129 A Treasure Hunt...for Energy p. 135	A Treasure Hunt...for Energy p. 135
The Day the Cycles Stood Still p. 88	Outer Limits p. 15 Building a Mini-Ecosystem p.81 The Day the Cycles Stood Still p. 88	Outer Limits p. 15

Grades 7 - 9

Principle #2

Environmental Education Resources	Content Areas Art	Health
CLASS Project	Energy Alternatives p.15	
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

Content Areas

Language Arts	Science	Social Studies
	Energy Alternatives p.15 A Look at Conflicting Viewpoints p.37	Energy Alternatives p.15 A Look at Conflicting Viewpoints p.37
For Better or For Worse p. 99	A Treasure Hunt...For Energy p. 135	For Better or For Worse p. 99 A Treasure Hunt...for Energy p. 135
	Outer Limits p. 15	Outer Limits p. 15

Principle #3

Grades 7 - 9

Environmental Education Resources	Content Areas Art	Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

Concept: Earth's Energy Balance

Content Areas		
Language Arts	Science	Social Studies
	Outer Limits p. 15	Outer Limits p. 15

Grades 7 - 9

Principle #4

Environmental Education Resources	Content Areas: Art	Content Areas: Health
CLASS Project		
Project Learning Tree (Secondary)	How Paper is Made p. 24	
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

Concept: Weather & Climate
Water Cycle
Biosphere
Oceanography

Content Areas

Language Arts	Science	Social Studies
	The Gentle Rain p. 29 The Earth's Sponge p. 51 Are There Any Clearcut Answers? p. 53 Locating Wetlands p. 79 Wildlife Where You Live p. 97	The Gentle Rain p. 29
	Nature's Air Conditioner p. 17 Snow Use p. 92 Water We Doing? p. 94 Why do Trees Grow There? p. 115	Snow Use p. 92 Water We Doing? p. 94 Why Do Trees Grow There? p. 115
Stormy Weather p. 3	Rainfall & the Forest p. 75 Water's Going On?! p. 235	Rainfall & the Forest p. 75 Water's Going On?! p. 235
The Day the Cycles Stood Still p. 88	Our Watery World p. 57 There is no Away p. 61 Sinkholes! p. 65 Eighty-Six Gallons Per Day p. 68 The Day the Cycles Stood Still p. 88	

Grades 7 - 9

Principle #5

Environmental Education Resources	Content Areas Art	Health
CLASS Project	Exploring Wetlands p. 81 Making a Place for Wildlife p. 93 A Place Endangered p. 101	
Project Learning Tree (Secondary)	How Paper is Made p. 24 The Continuing Adventures of the Truffle Tree Company p. 165	
Project WILD (Secondary)	Improving Wildlife Habitat in the Community p. 131	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet	A Self-Supporting Super Species p. 89	

Concept: Interaction
Interdependance
Habitat
Niche
Decomposition
Erosion

*-See Appendix for Additional Activities

Language Arts	Content Areas Science	Social Studies
AS·Pen Pals p. 49 A Place Endangered p. 101	Who Planted the Maple on Elm Street? p. 47 The Earth's Sponge p. 51 Exploring Wetlands p. 81 Making a Place for Wildlife p. 93 Fowl Play p. 101 *	Exploring Wetlands p. 81 Key Mangrove: A System in Conflict p. 83 A Place Endangered p. 101
A Letter From Archy p. 44 For Better or For Worse p. 99 The Continuing Adventures of the Truffle Tree Company p. 165	A Letter From Archy p. 44 Soil Compaction p. 83 Wildlife Habitat p. 117 Succession of the School Grounds p. 130 How Do You Bury a Pile of Dirt? p. 131 *	How Clean is Clean? p. 101 Mining & Renewable Resources p. 103 Hard Choices p. 106 Endangered Species p. 124 How Do You Bury a Pile of Dirt? p. 131 *
Stormy Weather p. 3 Wild Words...A Journal Making Activity p. 9 Planting Animals p. 19 Habitrekking p. 57 Grasshopper Gravity p. 59 *	Planting Animals p. 19 Habitat Lap Sit p. 47 Habitat Rummy p. 51 Habitrekking p. 57 Rainfall & The Forest p. 75 *	Stormy Weather p. 3 Planting Animals p. 19 Habitrekking p. 57 Grasshopper Gravity p. 59 Rainfall & The Forest p. 75 *
The Environment p. 3	The Environment p. 3	The Environment p. 3
How Can You Buy the Sky? p. 50 The Day the Cycles Stood Still p. 88	Beyond Carrying Capacity p. 10 How Can You Buy the Sky? p. 50 After the Flush: A Swedish Alternative p. 70 Connections p. 77 Building a Mini-Ecosystem p. 81 *	Beyond Carrying Capaciy p. 10 How Can You Buy the Sky? p. 50 City Lifelines: An Urban Ecosystem p. 92 Raters of the Planet Eco p. 103

Principle #6

Grades 7 - 9

Environmental Education Resources	Content Areas Art	Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)	Time Lapse p. 93 Adaptation Artistry p. 91	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet	A Self-Supporting Super Species p. 89	

Concept: Continental Drift
Change
Succession
Evolution
Diversity
Adaptations
Camouflage

*-See Appendix for Additional Activities

Content Areas		
Language Arts	**Science**	**Social Studies**
	Locating Wetlands p. 79	
	Water We Doing? p. 94 Climax Forest p. 121 Succession on the School Grounds p. 130	Water We Doing? p. 94
Time Lapse p. 93 Who Fits in Here? p. 87 Interview with a Spider p. 7 Adaptation Artistry p. 91	Succession Transect p. 94 Interview with a Spider p. 7 Who Fits in Here? p. 87 Pond Succession p. 95 Adaptation Artistry p. 91 *	Pond Succession p. 95
Down on the Farm p. 46	What's Happening in Our Town? p. 44 Down on the Farm p. 46 Building a Mini-Ecosystem p. 81 A Self-Supporting Super Species p. 89	What's Happening in Our Town? p. 44 Down on the Farm p. 46

Grades 7 - 9

Principle #7

Environmental Education Resources	Content Areas Art	Health
CLASS Project	Taking A Closer Look p. 43 Making a Place for Wildlife p. 93	
Project Learning Tree (Secondary)		
Project WILD (Secondary)		What's For Dinner? p. 63 Lobster in Your Lunchbox p. 233
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet	A Self-Supporting Super Species p. 89 A Plastic Mountain p. 100	

Concept: Energy Transfer
Photosynthesis
Respiration
Biogeochemical cycles
Food Webs
Renewable resources

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
	Taking a Closer Look p. 43 Key Mangrove: A System in Conflict p. 83 Making a Place For Wildllife p. 93 Wildlife Where You Live p. 97 For the Enjoyment of Future Generations p. 107	Key Mangrove: A System in Conflict p. 83
Johnny Appleseed on Mars p. 15	Johnny Appleseed on Mars p.15 Wildlife Habitat p. 117 A Calorie's Cost p. 127 Food Mobile p. 129 Biography of a Favorite Thing p. 152	Johnny Appleseed on Mars p. 15 A Calorie's Cost p. 127 Biography of a Favorite Thing p. 152
What's For Dinner? p. 63 What Did Your Lunch Cost Wildlife? p. 203 Lobster in Your Lunchbox p.233	Owl Pellets p. 83 What Did Your Lunch Cost Wildlife? p. 203 What's For Dinner? p. 63 Lobster in Your Lunchbox p. 233 Deadly Links p. 123	Deadly Links p. 123 What Did Your Lunch Cost Wildlife? p. 203
The Environment p. 3	The Environment p. 3	The Environment p. 3
Down on the Farm p. 46 The Day the Cycles Stood Still p. 88	Outer Limits p. 15 The Commons Dilemma p. 27 Down on the Farm p. 46 Eighty-Six Gallons Per Day p. 68 Connections p. 77 *	Outer Limits p. 15 The Commons Dilemma p. 27 Down on the Farm p. 46 City Lifelines: An Urban Ecosystem p. 92 Raters of the Planet Eco p. 103 *

Grades 7 - 9

Principle #8

Environmental Education Resources	Content Areas Art	Health
CLASS Project	Exploring Wetlands p. 81 Making a Place for Wildlife p. 93	
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

Concept: Population
Birth/Death rate
Human population growth
Carrying capacity
Homeostasis
Limiting factors

*-See Appendix for Additional Activities

Content Areas

Language Arts	Science	Social Studies
AS·Pen Pals p.49 A Place Endangered p. 101	Are There Any Clearcut Answers? p. 53 Fowl Play p. 101 For the Enjoyment of Future Generations p. 107 A Place Endangered p. 111 Class/Research Projects (Wildlife Habitat Mgmt) p. 112 *	Exploring Wetlands p. 81 A Place Endangered p. 111
	pH & Plants p. 85 Growin' Seeds and Savin' Soil p. 87 Water We Doing? p. 94 Why Do Trees Grow There? p. 115 Wildlife Habitat p. 117 *	Water We Doing? p. 94 Why Do Trees Grow There? p. 115 Endangered Species p. 124 A Treasure Hunt...for Energy p. 135
Animal Charades p. 1 Urban Nature Search p. 79 Too Close for Comfort p. 121 Bird Song Survey p. 231	Eco-Enrichers p. 73 How Many Bears Can Live in This Forest? p. 101 Oh Deer! p. 107 Too Close for Comfort p. 121 Carrying Capacity p. 221 *	Rainfall & The Forest p. 75 Urban Nature Search p. 79 How Many Bears Can Live in This Forest? p. 101 Too Close for Comfort p. 121 Carrying Capacity p. 221 *
Doubling Time p. 20 From Steam Engines to Suburbs p. 38 Down on the Farm p. 46	Beyond Carrying Capacity p 10 Outer Limits p. 15 Millions and Billions p. 17 Doubling Time p. 20 Food For Thought p. 24 *	Beyond Carrying Capacity p. 10 Outer Limits p. 15 Millions and Billions p. 17 Doubling Time p. 20 Food For Thought p. 24 *

Grades 7 - 9

Principle #9

Environmental Education Resources	Content Areas: Art	Content Areas: Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)	My Kingdom For a Shelter p. 65 Wild Edible Plants p. 171	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
	Meter Monitors p. 3 The Power Puzzle p. 11 Key Mangrove: A Conflict of Interests p. 87	The Power Puzzle p. 11 Key Mangrove: A Conflict of Interests p. 87
A Cassette Tour of Neighborhood Trees p. 11 A Day in the Life... p. 43 A Simpler Life p. 173	A Cassette Tour of Neighborhood Trees p. 11 A Day in the Life... p. 43 The Value of Wildlife p. 90 A Calorie's Cost p. 127 Pollution Search: A "Sense" of Knowing p. 133 *	A Cassette Tour of Neighborhood Trees p. 11 The 3 Little Pigs-Revisited p. 22 Land Allocation p. 97 Design With Nature p. 183 A Look at Lifestyles p. 184 *
Ants on a Twig p. 49 Habitrekking p. 57 Wild Edible Plants p. 171	Habitat Rummy p. 51 Habitrekking p. 57 What You Wear is What They Were p. 147 Wild Edible Plants p. 171 Bearly Born p. 211 *	Habitrekking p. 57 What You Wear is What They Were p. 147 Wild Edible Plants p. 171
Doubling Time p. 20 From Steam Engines to Suburbs p.38 Down on the Farm p. 46 The Day The Cycles Stood Still p. 88 Concerned Consumer Survey p. 117	Outer Limits p. 15 Doubling Time p. 20 Food For Thought p. 24 From Steam Engines to Suburbs p. 38 Down on the Farm p. 46 *	Outer Limits p. 15 Doubling Time p. 20 Food For Thought p. 24 From Steam Engines to Suburbs p.38 Down on the Farm p. 46 *

Principle #10

Grades 7 - 9

Environmental Education Resources	Content Areas Art	Health
CLASS Project		
Project Learning Tree (Secondary)	Sylvan Serenade p. 4	
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
Sylvan Serenade p. 4 Tree Verse p. 6 Local Recreation Preferences p. 25 A Guide to Local Recreation p 27 Careers in Forestry p. 174 *	Careers in Forestry p. 174	Christmas Trees and the Environment p. 153 Paper Consumption p. 155 Lovin' It to Death p. 168 A Simpler Life p. 173 Careers in Forestry p. 174 *
Animal Poetry p. 13	Animal Poetry p. 13	

Principle #11

Grades 7 - 9

Environmental Education Resources	Content Areas: Art	Content Areas: Health
CLASS Project	Energy Alternatives p. 15 Rubbish Research p. 33 Taking a Closer Look p. 43 Exploring Wetlands p. 81	
Project Learning Tree (Secondary)	Artisans in Wood p. 36 The Continuing Adventures of the Truffle Tree Company p. 165	
Project WILD (Secondary)		Noisy Neighbors p. 137
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		Environmental Problems p. 11 Environmental Issues p. 14
Living Lightly on the Planet	A Plastic Mountain p. 100	

Concept: Use of materials & energy
Pollution
Cultural attitudes
Values

*-See Appendix for Additional Activities

Content Areas

Language Arts	Science	Social Studies
The Conscientious Consumer p. 7 AS·Pen Pals p. 49 Class/Research Projects (Forest/ Watershed Mgmt.) p. 58 Hazardous Waste: A Complex Industrial Issue p. 71 Class/Research Projects (Hazardous Substances) p. 73	Meter Monitors p. 3 Toxic Nightmare p. 61 Down in the Dumps p. 63 Hazardous Waste: A Complex Industrial Issue p. 71 For the Enjoyment of Future Generations p. 107 *	The Conscientious Consumer p. 7 Energy Alternatives p. 15 Identifying Issues p. 27 Rubbish Research p. 33 A Look at Conflicting Viewpoints p. 37 *
Artisans in Wood p. 36 The Power of Literature p. 48 Superstitions, Symbols & Similies p.50 The Continuing Adventures of the Truffle Tree Company p. 165 Wasted Words p. 54 *	A Day in the Life... p. 43 The Value of Wildlife p. 90 Water We Doing? p. 94 Pollution Search: A "Sense" of Knowing p. 133 A Treasure Hunt...For Energy p. 135 *	Native American Web of Life p. 39 The Influence of Forests on Your Region's History p. 34 Pioneers in the Wilderness p. 41 Economic Web of Life p. 46 How Clean is Clean? p. 101 *
No Water Off a Duck's Back p. 119 Flip the Switch for Wildlife! p. 129 The Hunters p. 157 Changing Attitudes p. 165 What Did Your Lunch Cost Wildlife? p. 203	No Water Off a Duck's Back p. 119 Deadly Links p. 123 Flip the Switch for Wildlife! p. 129 Noisy Neighbors p. 137 The Hunters p. 157 *	Deadly Links p. 123 Flip the Switch for Wildlife! p. 129 Noisy Neighbors p. 137 The Hunters p. 157 Changing Attitudes p. 165 *
The Environment p. 3 Environmental Problems p. 11 Environmental Issues p. 14 Beliefs & Values p. 24	The Environment p. 3 Environmental Problems p. 11	The Environment p. 3 Environmental Problems p. 11 Environmental Issues p. 14 Beliefs & Values p. 24
Doubling Time p. 20 From Steam Engines to Suburbs p. 38 Down on the Farm p. 46 How Can You Buy the Sky? p. 50 The Day the Cycles Stood Still p. 88 *	Outer Limits p. 15 Doubling Time p. 20 Food For Thought p. 24 The Commons Dilemma p. 27 Taking Action - Unit 1 p. 30 *	Outer Limits p. 15 Doubling Time p. 20 Food For Thought p. 24 The Commons Dilemma p. 27 Taking Action - Unit 1 p. 30 *

Grades 7 - 9

Principle #12

Environmental Education Resources	Content Areas	
	Art	Health
CLASS Project	A Place Endangered p. 111	
Project Learning Tree (Secondary)	The Continuing Adventures of the Truffle Tree Company p. 165	
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		Environmental Problems p. 11
Living Lightly on the Planet		

*-See Appendix for Additional Activities

Content Areas

Language Arts	Science	Social Studies
A Place Endangered p. 11 AS Pen Pals p. 49 Class/Research Projects (Forest/ Watershed Mgmt) p. 58	A Look at Conflicting Viewpoints p. 37 Are There Any Clearcut Answers? p. 53 Toxic Nightmare p. 61 Fowl Play p. 101 A Place Endangered p. 111	Identifying Issues p. 27 A Look at Conflicting Viewpoints p. 37 Toxic Nightmare p. 61 Key Mangrove: A System in Conflict p. 83 A Place Endangered p. 111
The Continuing Adventures of the Truffle Tree Company p. 165	The Value of Wildlife p. 90 Endangered Species p. 124	The Value of Wildlife p. 90 Endangered Species p. 124 You've Come a Long Way, Maybe p. 164 ORVs and US p. 167
Wildwork p. 153 The Hunters p. 157	What You Wear is What They Were p. 147 Wildwork p. 153 The Hunters p. 157 Shrinking Habitat p. 173	What You Wear is What They Were p. 147 Wildwork p. 153 History of Wildlife Management p. 155 The Hunters p. 157 Shrinking Habitat p. 173
The Environment p. 3 Environmental Problems p. 11	The Environment p. 3 Environmental Problems p. 11	The Environment p. 3 Environmental Problems p. 11
Doubling Time p. 20 From Steam Engines to Suburbs p. 38	Doubling Time p. 20 From Steam Engines to Suburbs p. 38	Doubling Time p. 20 From Steam Engines to Suburbs p. 38

Principle #13

Grades 7 - 9

Environmental Education Resources	Content Areas: Art	Health
CLASS Project	Rubbish Research p. 33 Using Topographic Maps p. 77	
Project Learning Tree (Secondary)	The Continuing Adventures of the Truffle Tree Company p. 165	
Project WILD (Secondary)	Improving Wildlife Habitat in the Community p. 131	Noisy Neighbors p. 137
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet	A Plastic Mountain p. 100	

*-See Appendix for Additional Activities

Content Areas

Language Arts	Science	Social Studies
AS·Pen Pals p. 49 Class/Research Projects (Forest/ Watershed Mgmt) p. 58 Hazardous Waste: A Complex Industrial Issue p. 71 Class/Research Projects (Hazardous Substances) p. 73	The Power Puzzle p. 11 The Gentle Rain p. 29 Who Decides? p. 35 AS·Pen Pals p. 49 Hazardous Substances Simulation Game p. 65 *	Identifying Issues p. 27 A Look at Conflicting Viewpoints p. 37 Down in the Dumps p. 63 Hazardous Waste: A Complex Industrial Issue p. 71 Key Mangrove: A Conflict of Interests p. 87 *
The Continuing Adventures of the Truffle Tree Company p. 165	Soil Compaction p. 83 How Do You Bury a Pile of Dirt? p. 131 Pollution Search: A "Sense" of Knowing p. 133	Native Americans and The Forest p. 37 Land Allocation p. 97 Which Should I Buy? p. 149 Would You Like That Wrapped? p.157 And a Side Order of Paper p. 161 *
Flip the Switch for Wildlife! p. 129 Improving Wildlife Habitat in the Community p. 131 To Zone or Not to Zone p. 177 Deer Crossing p. 183 Cabin Conflict p. 185	Flip the Switch for Wildlife! p. 129 Noisy Neighbors p. 137 Shrinking Habitat p. 173 Deer Crossing p. 183 Cabin Conflict p. 185 *	Noisy Neighbors p. 137 Shrinking Habitat p. 173 To Zone or Not to Zone p. 177 Deer Crossing p. 183 Cabin Conflict p. 185 *
Doubling Time p. 20 From Steam Engines to Suburbs p. 38 Down on the Farm p. 46 Less is More? p. 106 Concerned Consumer Survey p. 117	Outer Limits p. 15 Doubling Time p. 20 Taking Action - Unit 1 p. 30 To the Highest Bidder p. 34 From Steam Engines to Suburbs p. 38 *	Outer Limits p. 15 Doubling Time p. 20 Taking Action - Unit 1 p. 30 To the Highest Bidder p. 34 From Steam Engines to Suburbs p. 38 *

Grades 7 - 9

Principle #14

Environmental Education Resources	Content Areas: Art	Content Areas: Health
CLASS Project	Rubbish Research p. 33	
Project Learning Tree (Secondary)	The Continuing Adventures of the Truffle Tree Company p. 165	
Project WILD (Secondary)		Noisy Neighbors p. 137
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
The Conscientious Comsumer p. 7 AS·Pen Pals p. 49 Hazardous Waste: A Complex Industrial Issue p. 71 Class/Research Projects (Hazardous Substances) p. 73	Meter Monitors p. 3 The Power Puzzle p. 11 Rubbish Research p. 33 Toxic Nightmare p. 61 Down in the Dumps p. 63 *	The Conscientious Consumer p. 7 The Gentle Rain p. 29 Class/Research Projects (Envir. Issues) p. 39 Down in the Dumps p. 63 Hazardous Substances Simulation Game p. 65 *
How Much is Enough? p. 77 The Continuing Adventures of the Truffle Tree Company p. 165	Green Mufflers p. 18 How Do You Bury a Pile of Dirt? p. 131 Pollution Search: A "Sense" of Knowing p. 133 A Treasure Hunt...for Energy p. 135	Pollution Search: A "Sense" of Knowing p. 133 The Second Time Around p. 163 You've Come Along Way, Maybe p. 164 ORVs and Us p. 167 Plan a Trip p. 172 *
The Hunters p. 157	Noisy Neighbors p. 137 The Hunters p. 157 What You Wear is What They Were p. 147 Shrinking Habitat p. 173	Noisy Neighbors p. 137 What You Are is What They Were p. 147 The Hunters p. 157 Shrinking Habitat p. 173
Doubling Time p. 20 From Steam Engines to Suburbs p. 38 Less is More? p. 106	Outer Limits p. 15 Doubling Time p. 20 Food For Thought p. 24 The Commons Dilemma p. 27 To The Highest Bidder p. 34 *	Outer Limits p. 15 Doubling Time p. 20 Food For Thought p. 24 The Commons Dilemma p. 27 To The Highest Bidder p. 34 *

Principle #15

Grades 7 - 9

Environmental Education Resources	Content Areas Art	Health
CLASS Project	Energy Alternatives p. 15 Rubbish Research p. 33	
Project Learning Tree (Secondary)	The Continuing Adventures of the Truffle Tree Company p. 165	
Project WILD (Secondary)	Ethi-Thinking p. 193	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet	A Plastic Mountain p. 100	

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
Class/Research Projects (Forest/ Watershed Mgmt) p. 58 Hazardous Waste: A Complex Industrial Issue p. 71 Class/Research Projects (Hazardous Substances) p. 73	Class/Research Projects (Energy Use) p. 23 Who Decides? p. 35 Are There Any Clearcut Answers? p. 53 Toxic Nightmare p. 61 Hazardous Waste: A Complex Industrial Issue p. 71 •	Energy Alternatives p. 15 A Look at Conflicting Viewpoints p. 37 Hazardous Substances Simulation Game p. 65 Key Mangrove: A System in Conflict p. 83 Key Mangrove: A Conflict of Interests p. 87 •
Superstitions, Symbols, & Similies p. 50 Environmental Advertisements p. 59 What is Wise Use? p. 76 How Much is Enough? p. 77 A Simpler Life p. 173 •	The Value of Wildlife p. 90 Water We Doing? p. 94 Hard Choices p. 106 Endangered Species p. 124 A Calorie's Cost p. 127 •	Indian Summer, Winter, Spring, & Fall p. 40 Ticky Tacky p. 52 Environmental Advertisements p. 59 We Can Work It Out?! p. 75 Lovin' It to Death p. 168 •
Rare Bird Eggs for Sale p. 35 Enviro-Ethics p. 41 Cabin Conflict p. 185 Ethi-Thinking p. 193 Ethi-Reasoning p. 197	Rare Bird Eggs for Sale p. 35 Enviro-Ethics p. 41 Ethi-Thinking p. 193 Playing Lightly on the Earth p. 195 Ethi-Reasoning p. 197 •	Enviro-Ethics p. 41 Cabin Conflict p. 185 Ethi-Thinking p. 193 Playing Lightly on the Earth p. 195 Ethi-Reasoning p. 197 •
Beliefs & Values p. 24 Analyzing An Environmental Issue p. 28 Issue Analysis p. 30 Summarizing Environmental Issues p. 33		Beliefs & Values p. 24 Analyzing An Environmental Issue p. 28 Issue Analysis p. 30 Summarizing Environmental Issues p. 33
From Steam Engines to Suburbs p. 38 How Can You Buy the Sky? p. 50 Concerned Consumer Survey p. 117	Food For Thought p. 24 The Commons Dilemma p. 27 Taking Action - Unit 1 p. 30 To The Highest Bidder p. 34 From Steam Engines to Suburbs p. 38 •	Food For Thought p. 24 The Commons Dilemma p. 27 Taking Action - Unit 1 p. 30 To The Highest Bidder p. 34 From Steam Engines to Suburbs p. 38 •

Grades 7 - 9

Principle #16

Environmental Education Resources	Content Areas: Art	Content Areas: Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)	Photos Keep It Happening! p. 139	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet	A Plastic Mountain p. 100	

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
AS·Pen Pals p. 49	AS·Pen Pals p. 49	
Local Recreational Preferences p. 25 A Guide to Local Recreation p. 27	Snow Use p. 92	Local Recreational Preferences p. 25 A Guide to Local Recreation p. 27 Snow Use p. 92 Which Should I Buy? p. 149 Design With Nature p. 183
Urban Nature Search p. 79 Wildlife Bibliography p. 145	Urban Nature Search p. 79 Photos Keep It Happening! p. 139	Urban Nature Search p. 79 Photos Keep It Happening! p. 139 Wildlife Bibliography p. 145
Less is More? p. 106	Outer Limits p. 15 What's Happening in Our Town? p. 44 City Lifelines: An Urban Ecosystem p. 92 A Plastic Mountain p. 100 Raters of the Planet Eco p. 103 *	Outer Limits p. 15 What's Happening in Our Town? p. 44 City Lifelines: An Urban Ecosystem p. 92 Raters of the Planet Eco p. 103 Recycling "Bits" p. 114

Principle #17

Grades 7 - 9

Environmental Education Resources	Content Areas Art	Health
CLASS Project	Energy Alternatives p. 15 Rubbish Research p. 33	
Project Learning Tree (Secondary)	The Continuing Adventures of the Truffle Tree Company p. 165	
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet	A Plastic Mountain p. 100	

Concept: Ecosphere changes due to human population & technology
Nonrenewable resources

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
The Conscientious Consumer p. 7 AS Pen Pals p. 49 Class/Research Projects (Forest/ Watershed Mgmt) p. 58 Hazardous Waste: A Complex Industrial Issue p. 71 Class Research Projects (Hazardous Substances) p. 73	The Conscientious Consumer p. 7 Energy Alternatives p. 15 Class/Research Projects (Environ. Issues) p. 39 Who Planted the Maple on Elm Street? p. 47 Class Research Projects (Wetlands) p. 90 *	The Power Puzzle p. 11 Identifying Issues p. 27 Who Decides? p. 35 Toxic Nightmare p. 61 Key Mangrove: A Conflict of Interests p. 87 *
A Letter from Archy p. 44 Environmental Editorial p. 57 For Better or for Worse p. 99 The Continuing Adventures of the Truffle Tree Company p. 165	A Letter from Archy p. 44 Pollution Search: A "Sense" of Knowing p. 133 Biography of a Favorite Thing p. 152	Land Allocation p. 97 For Better or for Worse p. 99 Mining & Renewable Resources p. 103 The Second Time Around p. 163 A Look at Lifestyles p. 184 *
Flip the Switch for Wildlife! p. 129 Changing Attitudes p. 165	Flip the Switch for Wildlife! p. 129	Flip the Switch for Wildlife! p. 129 Changing Attitudes p. 165
Doubling Time p. 20 From Steam Engines to Suburbs p. 38 How Can You Buy the Sky? p. 50 Less is More? p. 106 Concerned Consumer Survey p. 117	Outer Limits p. 15 Doubling Time p. 20 Food For Thought p. 24 The Commons Dilemma p. 27 Taking Action - Unit 1 p. 30 *	Outer Limits p. 15 Doubling Time p. 20 Food For Thought p. 24 The Commons Dilemma p. 27 Taking Action - Unit 1 p. 30 *

Principle #18

Grades 7 - 9

Environmental Education Resources	Content Areas: Art	Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

*-See Appendix for Additional Activities

Content Areas

Language Arts	Science	Social Studies
	The Power Puzzle p. 11 Class/Research Projects (Environ. Issues) p. 39	The Power Puzzle p. 11 Class/Research Projects (Environ. Issues) p. 39
The Influence of Forests on Your Region's History p. 34		The Influence of Forests on Your Region's History p. 34 Economic Web of Life p. 46 The Second Time Around p. 163
Wild Words...A Journal Making Activity p. 9		

Grades 7 - 9

Principle #19

Environmental Education Resources	Content Areas: Art	Content Areas: Health
CLASS Project	Rubbish Research p. 33	
Project Learning Tree (Secondary)	The Continuing Adventures of the Truffle Tree Company p. 165	
Project WILD (Secondary)	Photos Keep It Happening! p. 139	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		Environmental Issues p. 14
Living Lightly on the Planet	A Plastic Mountain p. 100	

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
Class/Research Projects (Forest/ Watershed Mgmt) p. 58 Hazardous Waste: A Complex Industrial Issue p. 71 Class/Research Projects (Hazardous Substances) p. 73	Class/Research Projects (Energy Use) p. 23 Rubbish Research p. 33 Are There Any Clearcut Answers? p. 53 Toxic Nightmare p.61 For the Enjoyment of Future Generations p. 107 *	Identifying Issues p. 27 Who Decides? p. 35 Down in the Dumps p. 63 Hazardous Waste: A Complex Industrial Issue p. 71 Key Mangrove: A Conflict of Interests p. 87 *
Wasted Words p. 54 Environmental Advertisements p. 59 What is Wise Use? p. 76 How Much is Enough? p. 77 Careers in Forestry p. 174 *	The Value of Wildlife p. 90 Endangered Species p. 124 A Calorie's Cost p. 127 A Treasure Hunt...for Energy p. 135 Careers in Forestry p. 174	Environmental Editorials p. 57 Environmental Advertisements p. 59 Paper Consumption p. 155 A Simpler Life p. 173 Design With Nature p. 183 *
Who Lives Here? p. 17 Does Wildlife Sell Cigarettes? p. 23 Wildlife Issues: Community Attitude Survey p. 29 Philosophical Differences p. 37 Changing Attitudes p. 165 *	Wildlife Issues: Community Attitude Survey p. 29 Enviro-Ethics p.41 Who Lives Here? p. 17 Photos Keep It Happening p. 139 Cabin Conflict p. 185	Does Willdlife Sell Cigarettes? p. 23 Philosophical Differences p. 39 Enviro-Ethics p. 41 Wildlife As Seen on Coins & Stamps p. 141 Wildlife Bibliography p. 145 *
Environmental Issues p. 14 Beliefs & Values p. 24	Environmental Issues p. 14	Environmental Issues p. 14 Beliefs & Values p. 24
From Steam Engines to Suburbs p. 38 How Can You Buy the Sky? p. 50 Less is More? p. 106 Concerned Consumer Survey p. 117	Outer Limits p. 15 Food For Thought p. 24 The Commons Dilemma p. 27 Taking Action - Unit 1 p. 30 To The Highest Bidder p. 34 *	Outer Limits p. 15 Food For Thought p. 24 The Commons Dilemma p. 27 Taking Action - Unit 1 p. 30 To The Highest Bidder p. 34 *

Grades 7 - 9

Principle #20

Environmental Education Resources	Content Areas Art	Health
CLASS Project	Exploring Wetlands p. 81 Making a Place for Wildlife p. 93 A Place Endangered p. 111	
Project Learning Tree (Secondary)		
Project WILD (Secondary)	Spider Web Geometry p. 215	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet	A Self-Supporting Super Species p. 89	

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
Class/Research Projects (Forest/ Watershed Mgmt) p. 58 Class/Research Projects (Hazardous Substances) p. 73 A Place Endangered p. 111	Are There Any Clearcut Answers? p. 53 Down in the Dumps p. 63 Exploring Wetlands p. 81 Making a Place for Wildlife p. 93 Wildlife Where You Live p. 97 *	Class/+Research Projects (Envir. Issues) p. 39 Down in the Dumps p. 63 Exploring Wetlands p. 81 Key Mangrove: A System in Conflict p. 83 A Place Endangered p p. 111 *
	Growin' Seeds & Savin' Soil p. 87 Hard Choices p. 106 Wildlife Habitat p. 117 Predator Prey p. 123 Build an Ecosystem p. 125 *	Value of Wildlife p. 90 Water We Doing? p. 94 Hard Choices p. 106 Why Do Trees Grow There? p. 115 Pollution Search: A "Sense" of Knowing p. 133 *
Good Buddies p. 89 Spider Web Geometry p. 215	Eco-Enrichers p. 73 Good Buddies p. 89 Spider Web Geometry p. 215	
The Environment p. 3	The Environment p. 3	The Environment p. 3
How Can You Buy the Sky? p. 50	Outer Limits p. 15 The Commons Dilemma p. 27 Taking Action - Unit 1 p. 30 To The Highest Bidder p. 34 How Can You Buy the Sky? p. 50 *	Outer Limits p. 15 The Commons Dilemma p. 27 Taking Action - Unit 1 p. 30 To The Highest Bidder p. 34 How Can You Buy the Sky? p. 50 *

Grades 7 - 9

Principle #21

Environmental Education Resources	Content Areas Art	Health
CLASS Project	Taking a Closer Look p. 43 Exploring Wetlands p. 81 Making Place for Wildlife p. 93 A Place Endangered p. 111	
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
Class/Research Projects (Hazardous Substances) p. 73 A Place Endangered p. 111	The Gentle Rain p. 29 Taking a Closer Look p. 43 Class/Research Projects (Hazardous Substances) p. 73 Exploring Wetlands p. 81 Making a Place for Wildlife p. 93 *	The Gentle Rain p. 29 Class/Research Projects (Hazardous Substances) p. 73 Exploring Wetlands p. 81 A Place Endangered p. 111
A Letter from Archy p. 44	A Letter from Archy p. 44 Endangered Species p. 124	A Letter from Archy p. 44 How Clean is Clean? p. 101 Endangered Species p. 124
Here Today, Gone Tomorrow p. 115 When a Whale is a Right p. 149	Here Today, Gone Tomorrow p. 115 When a Whale is a Right p. 149	Here Today, Gone Tomorrow p. 115 When a Whale is a Right p. 149
Doubling Time p. 20	Beyond Carrying Capacity p. 10 Doubling Time p. 20 Food For Thought p. 24 The Commons Dilemma p. 27 To The Highest Bidder p. 34 *	Beyond Carrying Capacity p. 10 Doubling Time p. 20 Food For Thought p. 24 The Commons Dilemma p. 27 To The Highest Bidder p. 34

Grades 7 - 9

Principle #22

Environmental Education Resources	Content Areas Art	Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

Concept: Synergistic effects

Content Areas

Language Arts	Science	Social Studies
	Sinkholes! p. 65	

Grades 7 - 9

Principle #23

Environmental Education Resources	Content Areas Art	Health
CLASS Project	Energy Alternatives p. 15 Rubbish Research p. 33 Taking a Closer Look p. 43 Using Topographic Maps p. 77 Exploring Wetlands p. 81	
Project Learning Tree (Secondary)	The Continuing Adventures of the Truffle Tree Company p. 165	
Project WILD (Secondary)	Polar Bears in Phoenix? p. 105 Improving Wildlife Habitat in the Community p. 131 Ethi-Thinking p. 193	Noisy Neighbors p. 137
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		Environmental Issues p. 14 Issue Analysis p. 30
Living Lightly on the Planet		

Concept: Human impacts on ecosystems
Appreciation of the environment
Appreciating Ecosystems and their Components

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
The Conscientious Consumer p. 7 AS·Pen Pals p. 49 Class/Research Projects (Forest Watershed Mgmt) p. 58 Hazardous Waste: A Complex Industrial Issue p. 71 A Place Endangered p. 111 *	Meter Monitors p. 3 Energy Alternatives p. 15 A Look at Conflicting Viewpoints p. 37 Using Topographic Maps p. 77 Key Mangrove: A System in Conflict p. 83 *	Identifying Issues p. 27 Class/Research Projects (Environ. Issues) p. 39 Hazardous Substances Simulation Game p. 65 Exploring Wetlands p. 81 A Place Endangered p. 111 *
A Cassette Tour of Neighborhood Trees p. 11 Wasted Words p. 54 Environmental Advertisements p. 59 What is Wise Use? p. 76 For Better or for Worse p. 99 *	A Letter from Archy p. 44 The Value of Wildlife p. 90 Hard Choices p. 106 Climax Forest p. 121 Endangered Species p. 124 *	Native Americans & the Forest p. 37 Pioneers in the Wilderness p.41 We Can Work It Out?! p. 75 How Much is Enough? p. 77 Hard Choices p. 106 *
Pro & Con: Consumptive & Non-Consumptive Uses of Wildlife p. 33 Grasshopper Gravity p. 59 No Water off A Duck's Back p. 119 Wildwork p. 153 Ethi-Thinking p. 193 *	Pro & Con: Consumptive & Non-Consumptive Uses of Wildlife p. 33 Grasshopper Gravity p. 59 Deadly Links p. 123 Noisy Neighbors p. 137 The Hunters p. 157 *	Pro & Con: Consumptive & Non-Consumptive Uses of Wildlife p. 33 Deadly Links p.123 History of Wildlife Management p. 155 Who Pays for What? p. 191 Ethi-Thinking p. 193 *
Environmental Issues p. 14 Issue Analysis p. 30	Environmental Issues p. 14 Issue Analysis p. 30	Environmental Issues p. 14 Issue Analysis p. 30
Doubling Time p. 20 From Steam Engines to Suburbs p. 38 How Can You Buy the Sky? p. 50 Less is More? p. 106 Concerned Consumer Survey p. 117	Outer Limits p. 15 Doubling Time p. 20 Food For Thought p. 24 The Commons Dilemma p. 27 Taking Action - Unit 1 p. 30 *	Outer Limits p. 15 Doubling Time p. 20 Food For Thought p. 24 The Commons Dilemma p. 27 Taking Action - Unit 1 p. 30 *

Grades 7 - 9

Principle #24

Environmental Education Resources	Content Areas Art	Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		Environmental Issues p. 14
Living Lightly on the Planet		

*-See Appendix for Additional Activities

Content Areas		
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		ORVs and Us p. 167
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Doubling Time p. 20 From Steam Engines to Suburbs p. 38 Less is More? p. 106	Doubling Time p. 20 Food For Thought p. 24 The Commons Dilemma p. 27 To The Highest Bidder p. 34 From Steam Engines to Suburbs p. 38 •	Doubling Time p. 20 Food For Thought p. 24 The Commons Dilemma p. 27 To The Highest Bidder p. 34 From Steam Engines to Suburbs p. 38 •

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Principle #25

Environmental Education Resources	Content Areas: Art	Content Areas: Health
CLASS Project	Rubbish Research p. 33	
Project Learning Tree (Secondary)	The Continuing Adventures of the Truffle Tree Company p. 165	
Project WILD (Secondary)	Improving Wildlife Habitat in the Community p. 131 Wildlife in National Symbols p. 169	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
Class/Research Projects (Forest/ Watershed Mgmt) p. 58 Hazardous Waste: A Complex Industrial Issue p. 71 Class/Research Projects (Hazardous Substances) p. 73	Class/Research Projects (Energy Use) p. 23 Rubbish Research p. 33 Hazardous Waste: A Complex Industrial Issue p. 71 Key Mangrove: A Conflict of Interests p. 87 Class/Research Projects (Wetlands) p. 90 •	Rubbish Research p. 33 Who Decides? p. 35 A Look at Conflicting Viewpoints p. 37 Class/Research Projects (Environ. Issues) p. 39 Down in the Dumps p. 63 •
Cartoons & Headlines p. 53 Where to Plant p. 71 The Continuing Adventures of the Truffle Tree Company p. 165 A Simpler Life p. 173	Cartoons & Headlines p. 53 Building for the Birds p. 91 Pollution Search: A "Sense" of Knowing p. 133 A Treasure Hunt...for Energy p. 135	Ticky Tacky p. 52 Cartoons & Headlines p. 53 Where to Plant p. 71 A Treasure Hunt...for Energy p. 135 A Look at Lifestyles p. 183 •
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Principle #26

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Environmental Education Resources	Content Areas: Art	Health
CLASS Project	Rubbish Research p. 33	
Project Learning Tree (Secondary)	The Continuing Adventures of the Truffle Tree Company p. 165	
Project WILD (Secondary)	Drawing on Nature p. 67	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

*-See Appendix for Additional Activities

Content Areas		
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The Continuing Adventures of the Truffle Tree Company p. 165 A Simpler Life p. 173	Biography of a Favorite Thing p. 152	Biography of a Favorite Thing p. 152 Lovin' It to Death p. 168 A Simpler Life p. 173 A Look at Lifestyles p. 184
Cartoons & Bumper Stickers p. 21 Drawing on Nature p. 67 Wildwork p. 153 To Zone or Not to Zone p. 177 Who Pays for What? p. 191 •	Drawing on Nature p. 67 Wildwork p. 153 To Zone or Not to Zone p. 177 Who Pays for What? p. 191 Know Your Legislation, What's In It For Wildlife p. 205	Cartoons & Bumper Stickers p.21 Drawing on Nature p. 67 Wildwork p. 153 History of Wildlife Management p. 155 To Zone or Not to Zone p. 177 •
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Principle #27

Environmental Education Resources	Content Areas Art	Health
CLASS Project	Taking a Closer Look p. 43 Making a Place for Wildlife p. 93 A Place Endangered p. 111	
Project Learning Tree (Secondary)		
Project WILD (Secondary)	Learning to Look, Looking to See p. 31 Tracks p. 45	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

*-See Appendix for Additional Activities

Content Areas

Language Arts	Science	Social Studies
Class/Research Projects (Forest/ Watershed Mgmt) p. 58 Hazardous Waste: A Complex Industrial Issue p. 71 Class/Research Projects (Hazardous Substances) p. 73 A Place Endangered p. 111	The Gentle Rain p. 29 A Look at Conflicting Viewpoints p. 37 Taking a Closer Look p. 43 Who Planted the Maple on Elm Street? p. 47 Wildlife Where You Live p. 97 *	The Gentle Rain p. 29 A Look at Conflicting Viewpoints p. 37 Class/Research Projects (Hazardous Substances) p. 73 Key Mangrove: A System in Conflict p. 83 A Place Endangered p. 111 *
Cartoons & Headlines p. 53 Where to Plant p. 71	Cartoons & Headlines p. 53 Soil Compaction p. 83 Building for the Birds p. 91 Build an Ecosystem p. 125 How Do You Bury a Pile of Dirt? p. 131 *	Cartoons & Headlines p. 53 Who Runs This Place? p. 67 Where to Plant p. 71 Mining & Renewable Resources p. 103 Hard Choices p. 106 *
Animal Research p. 69 Who Fits Here? p. 87 Learning to Look, Looking to See p. 31 Deer Crossing p. 183	Learning to Look, Looking to See p. 31 Tracks p. 45 Animal Research p. 69 Who Fits Here? p. 87 Deer Crossing p. 183	Learning to Look, Looking to See p. 31 Animal Research p. 69 Deer Crossing p. 183
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	Beyond Carrying Capacity p. 10 Taking Action - Unit 1 p. 30 What's Happening in Our Town? p. 44 Take a Land Stand p. 52 Taking Action - Unit 2 p. 54 *	Beyond Carrying Capacity p. 10 Taking Action - Unit 1 p. 30 What's Happening in Our Town? p. 44 Take a Land Stand p. 52 Taking Action - Unit 2 p. 54 *

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Principle #28

Environmental Education Resources	Content Areas Art	Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

Content Areas

Language Arts	Science	Social Studies
Class/Research Projects (Forest/ Watershed Mgmt) p. 58	Class/Research Projects (Forest/ Watershed Mgmt) p. 58	
Where to Plant p. 71	Building for the Birds p. 91	Where to Plant p. 71
Module II (any or all) p. 35-84		Module II (any or all) p. 35-84
	What's Happening in Our Town? p. 44 Take a Land Stand p. 52 Taking Action - Unit 2 p. 54 Building a Mini-Ecosystem p. 81	What's Happening in Our Town? p. 44 Take a Land Stand p. 52 Taking Action - Unit 2 p. 54

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Principle #29

Environmental Education Resources	Content Areas Art	Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

*-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
Class/Research Projects (Forest/ Watershed Mgmt) p. 58	Class/Research Projects (Forest/ Watershed Mgmt) p. 58	
Where to Plant p. 71		Who Runs this Place? p. 67 Where to Plant p. 71
Keeping Score p. 127 We're in This Together p. 135 Can Do! p. 201	Fire Ecologies p. 111 Keeping Score p. 127 We're in This Together p. 135 Can Do! p. 201	Fire Ecologies p. 111 Keeping Score p. 127 We're in This Together p. 135 Can Do! p. 201
Module II (any or all) p. 35-84 Module III p. 85-104		Module II (any or all) p. 35-84 Module III p. 85-104
Taking Action - Unit 3 p. 74 The Day the Cycles Stood Still p. 88	Beyond Carrying Capacity p. 10 Taking Action - Unit 1 p. 30 What's Happening in Our Town? p. 44 Take a Land Stand p. 52 Taking Action - Unit 2 p. 54 •	Beyond Carrying Capacity p. 10 Taking Action - Unit 1 p. 30 What's Happening in Our Town? p. 44 Take a Land Stand p. 52 Taking Action - Unit 2 p. 54 •

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Principle #30

Environmental Education Resources	Content Areas Art	Health
CLASS Project	Rubbish Research p. 33	
Project Learning Tree (Secondary)		
Project WILD (Secondary)	Improving Wildlife Habitat in the Community p. 131 Planning for People & Wildlife p. 187 Ethi-Thinking p. 193	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet	A Plastic Mountain p. 100	

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Content Areas		
Language Arts	Science	Social Studies
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Too Close for Comfort p.121 Wild Bill's Fate p. 143 Ethi-Thinking p. 193 Ethi-Reasoning p. 197 Can Do! p. 201 •	Keeping Score p. 127 Riparian Zone p. 181 Cabin Conflict p. 185 Planning for People & Wildlife p. 187 Playing Lightly on the Earth p. 195 •	Keeping Score p. 127 Improving Wildlife Habitat in the Community p. 131 To Zone or Not to Zone p. 177 Riparian Zone p. 181 Playing Lightly on the Earth p. 195 •
Taking Action - Unit 3 p. 74	Beyond Carrying Capacity p. 10 Taking Action - Unit 1 p. 30 Taking Action - Unit 2 p. 54 Our Watery World p. 57 Eighty-Six Gallons per Day p. 68 •	Beyond Carrying Capacity p. 10 Taking Action - Unit 1 p. 30 Taking Action - Unit 2 p. 54 Taking Action - Unit 3 p. 74 City Lifelines: An Urban Ecosystem p. 92 •

Principle #31

Environmental Education Resources	Content Areas Art	Health
...S Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)	Planning for People & Wildlife p. 187 Ethi-Thinking p. 193	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

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Content Areas		
Language Arts	Science	Social Studies
Class/Research Projects (Hazardous Substances) p. 73	Hazardous Substances Simulation Game p. 65 Class/Research Projects (Hazardous Substances) p. 73 Class/Research Projects (Wetlands) p. 90	Hazardous Substances Simulation Game p. 65 Class/Research Projects (Hazardous Substances) p. 73 Class/Research Projects (Wetlands) p. 90
Where to Plant p. 71	Hard Choices p. 106	Participatory Democracy p. 63 Who Runs This Place? p. 67 Where to Plant p. 71 How Clean is Clean? p. 101 Hard Choices p. 106
Philosophical Differences p. 39 Wild Bill's Fate p. 143 When a Whale is a Right p. 149 Cabin Conflicts p. 185 Ethi-Thinking p. 193 •	When a Whale is a Right p. 149 To Zone or Not to Zone p. 177 Riparian Zone p. 181 Deer Crossing p. 183 Ethi-Thinking p. 193 •	Philosophical Differences p. 39 Wild Bill's Fate p. 143 When a Whale is a Right p. 149 Riparian Zone p. 181 Ethi-Reasoning p. 197 •
Taking Action - Unit 3 p. 74	Taking Action - Unit 2 p. 54 After the Flush: A Swedish Alternative p. 70 Taking Action - Unit 3 p. 74 Taking Action - Unit 4 p. 97	Taking Action - Unit 2 p. 54 Taking Action - Unit 3 p. 74 Taking Action - Unit 4 p. 97

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Principle #32

Environmental Education Resources	Content Areas Art	Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)	Planning for People & Wildlife p. 187 Ethi-Thinking p. 193	
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

•-See Appendix for Additional Activities

Content Areas		
Language Arts	Science	Social Studies
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Where to Plant p. 71	Water We Doing? p. 94 How Do You Bury a Pile of Dirt? p. 131	Participatory Democracy p. 63 Who Runs This Place? p. 67 Where to Plant p. 71 Water We Doing? p. 94 How Clean is Clean? p. 101 •
When a Whale is a Right p. 149 To Zone or Not to Zone p. 177 Riparian Zone p. 181 Ethi-Thinking p. 193 Can Do! p. 210 •	When a Whale is a Right p. 149 Cabin Conflicts p. 185 Ethi-Thinking p. 193 Playing Lightly on the Earth p. 195 Can Do! p. 201 •	To Zone Or Not To Zone p. 177 Riparian Zone p. 181 Planning for People & Wildlife p. 187 Playing Lightly on the Earth p. 195 Can Do! p. 201 •
Taking Action - Unit 3 p. 74	After the Flush: A Swedish Alternative p. 70 Taking Action - Unit 3 p. 74 Taking Action - Unit 4 p. 97	Taking Action - Unit 3 p. 74 Taking Action - Unit 4 p. 97

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Principle #33

Environmental Education Resources	Content Areas: Art	Content Areas: Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

Content Areas

Language Arts	Science	Social Studies
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Where to Plant p. 71	Water We Doing? p. 94	Who Runs this Place? p. 67 Where to Plant p. 71 Water We Doing? p. 94
Can Do! p. 201	Can Do! p. 201	Can Do! p. 201
Taking Action - Unit 3 p. 74	Taking Action - Unit 3 p. 74 Taking Action - Unit 4 p. 97	Taking Action - Unit 3 p. 74 Taking Action - Unit 4 p. 97

Principle #34

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Environmental Education Resources	Content Areas: Art	Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

Content Areas

Language Arts	Science	Social Studies
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Principle #35

Environmental Education Resources	Content Areas Art	Health
CLASS Project		
Project Learning Tree (Secondary)		
Project WILD (Secondary)		
Investigating & Evaluating Environmental Issues & Actions Development Module Skill (Modules I-VI)		
Living Lightly on the Planet		

Concept: Monitoring feedback & adjusting actions as necessary

Content Areas

Language Arts	Science	Social Studies

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			Key Mangrove: A System in Conflict	83
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			Snow Use	92
			Water We Doing?	94
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			Which Should I Buy?	149
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			Raters of the Planet Eco	103
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			Snow Use	92
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			Mining & Renewable Resources	103
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Additional E.E. Curriculum Resources

Acclimatizing. 1972.
Acclimatization. 1974.
Sunship Earth. 1979.

Steve Van Matre. Published by the American Camping Association in Martinsville, IN 46151 and the Institute for Earth Education, P.O. Box 288, Warrenville, IL 60555.

Van Matre first popularized the sensory approach to environmental study--immersing people in a swamp, blindfolding them through the forest, and digging their hands into soil. By experiencing the environment with all of our senses, we will come to know, and appreciate it better. Acclimatizing and Acclimatization describes short activities and adventures to discover the outdoors. Sunship Earth is a carefully structured five-day residential outdoor program. The magic and discovery is still there, but with an emphasis on the larger picture of ecology and human interaction.

Biological Science: An Ecological Approach. Fourth ed. 1978.

Biological Sciences Curriculum Study (BSCS), Rand McNally, P.O. Box 930, Boulder, CO. An excellent secondary biology text that emphasizes ecology throughout. Picked as one of the best biology textbooks used in the nation's high schools. Eighteen books were studied by a group commissioned by People for the American Way. This was one of the three excellent textbooks which they described as "doing an excellent job of covering evolutionary theory and the field of biology.

Central Wisconsin Environmental Resource Manual. 1981

Central Wisconsin Environmental Station (CWES), University of Wisconsin, Stevens Point, National Science Foundation Special Training Project in Ecology and Environmental Education.

Provides listings of community resources that can be used as field trips or speakers. Three volumes cover resources in the following counties: Adams, Wood, Columbia, Kewaunee, Green Lake, Sauk, Waushara, Portage, Marathon, Langlade, Lincoln, Waupaca, Clark, Oneida, Shawano, Taylor, and Winnebago. Resources have been located and analyzed and are presented in an organized format in order to provide a practical, relevant, and ready reference that can facilitate resource use by teachers at all grade levels. Focuses specifically on resource use for environmental education.

Connections: A Curriculum in Appropriate Technology for Fifth and Sixth Grades. 1980.

Written by and available from the National Center for Appropriate Technology. Box 3838, Butte, Montana 59701.

This activity guide for elementary teachers provides exciting ideas and information in solar energy, water conservation, transportation, recycling, nutrition, and gardening--a good beginning for understanding many current issues.

Conserving Soil.

U.S.D.A. Soil Conservation Service. Published and distributed in 19__. Currently available from the National Association of Conservation Districts Service Dept., P.O. Box 855, League City, TX 77573-9989.

Color transparencies, ditto masters, activities, and background information help teachers convey information about soil and its wise use.

The Cousteau Almanac: An Inventory of Life On Our Water Planet.

Jaques Ives Cousteau and Cousteau Staff. Published by Doubleday Company in New York, 1981. Available through bookstores.

The Almanac is a treasure of information on environmental issues around the world in the 1980's. Articles are well written, well documented, and arranged in a unique order. Scattered throughout are vignettes of people and organizations who work toward the solutions to environmental problems, usually on a local level, and usually successfully. The last section provides information on organizing around an issue and taking action.

Environmental Science: An Introduction, Second edition.
Living in the Environment. Fourth edition.
G. Tyler Miller. Published by Wadsworth Publishing Company in Belmont, CA. 1986. Available as text.

Both texts fairly represent the variety of perspectives that color environmental issues. Environmental Science covers the issues in less depth than Living in the Environment. Written for college students.

Environmental Science: Managing the Environment. Second edition.
P. Walton Purdom and Stanley H. Anderson. Merrill Publishing Co. 1983.

Textbook designed to create a threefold understanding of: (1) all facets of the environment that affect ecosystems and human life; (2) the impacts of human activities on various aspects of environmental quality; and (3) the environmental, economic, and cultural factors that shape urban development.

Humanizing Environmental Education: A Guide for Leading Nature and Human Nature Activities.
Clifford Knapp and Joel Goodman. Published by the American Camping Association in Martinsville, IN, 1981. Available from the American Camping Association, Martinsville, IN, 46151-7902.

Introduction to Environmental Studies.
Jonathan Turk and W.B. Saunders. 1980.

This secondary-college text is divided into the following study units:

I. Introduction and Social Background
II. The Biological Background
III. Human Population
IV. Resources and Energy
V. Rural Land Use
VI. Pollution

This book was written to provide environmental education to a wide variety of people. It gives an overview of various social, economic, technical, and political issues. The problems of ecological disruptions, growth of human population, land use, energy, nuclear power, food supplies, pesticides, air and water pollution, solid waste, and noise are covered. Specific features of this text include: case histories, take-home experiments, problems and questions for class discussions, chapter summaries, glossary, and use of the metric system.

Investigating Your Environment. June, 1980.
U.S. Forest Service-U.S. Dept. of Agriculture, U.S. Government Printing Office.

A set of separate activities for secondary teachers designed for investigating different components of the environment. Techniques such as collecting observable data, making inferences, setting up investigations to check inferences, communicating feelings and awareness are used in these activities. Many of the investigations are wholly or partially conducted outside and all stress active participation by the learner. Some of the activities cover such topics as water, wildlife, soils, forestry, land use, and human communities.

Manatees.

For information, write: Florida Department of Natural Resources, 3900 Commonwealth Blvd., Tallahassee, FL 32302.

The excellent educator's guide to the natural history, habitat, problems and conservation of the Order Sirenia (manatees) contains thorough information, excellent illustrations and innovative activities for use with students. Also included is a color poster, "Sirenians of the World," a reference sheet for further information and a manatee fact sheet. A 23 minute videotape program, "Silent Sirens: Manatees in Peril," is available.

Nature Scope.

National Wildlife Federation. Periodical. Produced 4-6 times a year by the National Wildlife Federation, 1412 Sixteenth Street, Washington D.C. 20036.

Nature Scope targets a new area of the environment each issue: wetlands, mammals, birds, deserts, weather, insects, etc. Each 64 page booklet is packed with teacher background, interdisciplinary activity ideas, resources, handout masters, and ideas to extend the theme. Back issues are available.

Nature With Children of All Ages

Edith Sisson. Published by Englewood Cliffs of NJ in 1982. Available through bookstores.

Earthworm races, seed planting, aging a tree, winter temperature, migration reporting, and water testing are some of the many activity ideas that fill this 200 page guide to nature study. It includes good ideas for early elementary explorations.

OBIS. Outdoor Biology Instructional Strategies.

Available at the Schlitz Audubon Center Shop, 1111 E. Brown Deer Road, Milwaukee, WI 53217.

OBIS is an outdoor program in module form that offers young people fun and challenging opportunities to investigate ecological relationships in their local environments. It consists of a series of one hundred activities that can be used together or individually. One may use them as the core for an outdoor education program or to provide some challenging biology activities that also stress language, math and problem-solving skills.

The Ocean: Consider the Connections...

Written, published and available from the Center for Environmental Education, 6624 9th Street, Washington D.C. 20001, 1985.

Information and activities on our global waterways: waves, tides, animals, adaptations, ecosystems, and people are covered.

Our Great Lakes Connection: A Curriculum Guide for Grades Kindergarten Through Eight.

Lynn Entine. Wisconsin Sea Grant Program of the University of Wisconsin-Madison, Environmental Resource Center, 1450 Linden, Madison, WI 53706. 1985.

Preparing for Tomorrow's World.

Louis Iozzi. Written from Rutgers University, Newark, NJ and available from Sopris West Inc., 1120 Delaware Ave., Longmont, CO 80501. 1982.

Twelve curriculum modules include a Teacher's Guide and Student Guide in this interdisciplinary program for grades 7-12. Issues such as energy, communications, technology, bioethics, and transportation are presented with background readings and dilemmas--situations with no good resolution, to help students practice seeing multiple viewpoints, communicating their ideas, and making decisions on tough ethical issues.

Project Creation. Concern Regarding the Environment and Technology in our Nation/Neighborhood.

Title IV, ESEA, Developed at La Salle-Peru Township High School, District #120, La Salle, IL. 1978. Available through: The Environment and Technology Project, 1633 N. Burling, Chicago, IL 60614. Telephone: (312) 280-8163.

A series of sixteen environmental and technology units that cover the major concepts of energy, land use, urban management, and pollution. "The overall goal of CREATION is the development of students as citizens who will hold a strong environmental ethic." Five universal objectives appear in this curriculum as follows: interdependence, impact, maintenance, quality of life, and improvement.

Teaching Environmental Education.

Harold Hungerford and R. Ben Payton. 1976. Published by J. Weston Walch, Portland, ME 04104.

A source of information for middle and secondary school teachers who are responsible for curriculum development and/or instruction in this field. Provides components of environmental literacy, an introduction to ecological foundations, analysis of an environmental issue, suggestion for environmental action training, and a summary of selected environmental education programs for possible use. Suggested activities are provided to guide the teacher in developing and implementing environmental education strategies.

Thinking Globally and Acting Locally: Environmental Education Teaching Activities.

Lori Mann and William B. Stapp. Published by and available from ERIC/SMEAC, Ohio State University, 1200 Chambers Road, Third Floor, Columbus, OH 43212. 1982.

Environmental issues are larger than any one municipal boundary and are tightly intertwined with issues of culture, economics, politics, history, and science. This manual provides activities for upper elementary through high school students that help distill the global consequences of local issues and actions.

Understanding the Game of the Environment: An Illustrated Guide to Understanding Ecological Principles.

David R. Houston. Published by and available from the US Forest Service, US Dept. of Agriculture, Washington D.C. as the Agricultural Information Bulletin No. 426. 1979.

Here is one of the few ecological texts published for high school students. Major ecological principles are summarized and organized into a game, complete with players, rules, boundaries, etc. Detailed illustrations provide the basis for in-depth discussions.

The Wholeschool Book: Teaching and Learning in the 20th Century.

Bob Samples, Cheryl Charles, and Dick Barnhart. Published by Addison-Wesley Publishing Company, Reading, MA. 1977. Available at bookstores.

This book offers a humanistic, people-oriented philosophy of education complete with suggestions for questions, discussions, and activities that encourage students to participate in the learning process.

Wildlife Habitat Conservation Teacher's PAC Series.

Environmental education teaching aids available from the National Institute for Urban Wildlife. Write: National Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, MD 21044.

The PAC's were originally developed by the U.S. Fish and Wildlife Service and targeted at the fourth through seventh grade level student. The contents of each teacher's PAC component are: poster (1), teaching overview (1), lesson plans (3), student centered pages (2-6), and a folder. The following PAC's are available: Urban Areas; Freshwater Marshes: Beaches, Dunes and Barrier Islands; Wetland Conservation and Uses; Endangered Species; Migrating Birds; Hunting and Wildlife Conflicts; and Wildlife Conflicts.

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